



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

subject taught through interest, utilizing the common interest, and a number of similar topics. As hinted above the text is full of illustrative material, some of value and some mediocre. Examples of the latter sort are found in the chapters "The Problem Method" and "The Project," where some illustrations are given of problems and projects in history. If the problem method in history means nothing more than what Professor Freeland conceives it to be, it has little to contribute to better history teaching. The book should be widely read by teachers of the elementary-school branches.

On a subject as new as the junior high school one would expect to appear some rather commonplace literature. A careful reading of a recent book<sup>1</sup> on this subject leads the writer to classify it among the ordinary volumes that are frequently added to the literature of education. The author frankly admits in the preface that the book is not a complete treatise on the junior high school, and he is quite right. One is somewhat lost to know just what to call it. To treat adequately and in a worth-while manner each of the subjects of his ten chapters would require much more space than the writer of this volume has seen fit to use. Two short chapters are devoted to the course of study, neither of which contributes anything of much value. The same can be said of the chapters on teaching and the administration of the junior high school. In his chapter "The Problem and the Solution" the author uses misleading statistics to make his case. For example, there were other factors than the junior high school prominent in Grand Rapids which resulted in the increased enrollment in the ninth grade during 1914 and 1915. The author's enthusiasm for the efficacy of the junior high school in holding pupils in school led him to ignore all factors save this one. This one example characterizes the book as a whole. The reader all the time feels that the author's statements and opinions are subject to many limitations.

#### SOME RECENT BOOKS OF INTEREST TO HIGH-SCHOOL MATHEMATICS TEACHERS<sup>2</sup>

*Elements of Plane Trigonometry with Complete Tables*<sup>3</sup> is the title of an excellent little textbook just published. This is practically a revision of a larger book on plane and spherical trigonometry written by the same authors.

<sup>1</sup> G. V. BENNETT, *The Junior High School*. Baltimore: Warwick & York, Inc., 1919. Pp. xi+220. \$1.00.

<sup>2</sup> This material was contributed by Ernst R. Breslich, University High School, University of Chicago.

<sup>3</sup> ALFRED MONROE KENYON and LOUIS INGOLD, *Elements of Plane Trigonometry with Complete Tables*. New York: Macmillan, 1919. Pp. xxvii+241. \$1.20.

It is aimed to reduce the material to the minimum essentials, giving at first the practical part with the emphasis on the solution of triangles and leaving the theoretical part to the end. There are twelve brief chapters. The first forty-eight pages are devoted to the discussion of acute angles and right triangles, and to the solution of right triangles, using both natural and logarithmic functions. This is followed by a discussion of obtuse angles and oblique triangles. The last part is a development of formulas for the general angle, and of the graphical representation of the trigonometric functions.

The treatment of the subject is excellent. The course is evidently intended for pupils who wish to get a working knowledge of trigonometry in the quickest possible time and who may wish to omit the study of the theory. However, the separation of related topics, such as the graphical representation and the changes of the functions, will cause an educational loss to the pupil who is preparing for more advanced courses in mathematics.

The tables at the end of the book contain logarithms to five places, and also to four places, important constants, reduction of degrees to radians, powers and roots, and natural logarithms.

Identically the same course as given in the *Elements of Plane Trigonometry with Complete Tables* and written by the same authors is published with brief tables.<sup>1</sup> The complete tables are replaced by twelve pages of brief tables to four decimals containing common logarithms, antilogarithms, values and logarithms of the trigonometric functions, powers and roots, important constants, and reductions of radians to degrees. The book is intended for pupils who prefer to have the theory of trigonometry separated from the tables.

The first of a two-volume series of high-school algebra by Ford and Ammerman<sup>2</sup> has just come from the press. It contains a year's work including a brief chapter on radicals and one on quadratic equations. By emphasizing applied problems it is aimed to make algebra practical, and by frequent use of diagrams it is intended to make the subject less abstract.

The authors avoid graphical methods at an early stage, but give a chapter on graphs near the end of the course. They believe that the use of graphical methods will retard the pupil's mastery of algebraic processes.

---

<sup>1</sup> ALFRED MONROE KENYON and LOUIS INGOLD, *Elements of Plane Trigonometry with Brief Tables*. New York: Macmillan, 1919. Pp. xxvii+129. \$1.00.

<sup>2</sup> WALTER BURTON FORD and CHARLES AMMERMAN, *A First Course in Algebra*. New York: Macmillan, 1919. Pp. xiii+334. \$1.20.

The book contains an abundance of carefully selected and graded exercises with numerous practical applications, but the main emphasis seems to be placed on developing a strictly logical treatment of algebra. In this, the authors have been very successful. For pupils who wish to take a brief course in algebra, topics which may be omitted are marked with a star.

A real need of a good textbook in arithmetic for pupils taking a commercial course is filled by *Walsh's Business Arithmetic*.<sup>1</sup> This book is to be used in the first year of the high school. It is not expected that all of the work contained in the book can be done in one year. Teachers, therefore, must select the material best adapted to the needs of their pupils. Emphasis is placed on methods used in actual business.

The book is divided into seven sections. The first three deal with the processes as they are needed to perform the tasks confronting the boy or girl entering into the business world. Sections four to six take up the topical treatment of the arithmetic needed to solve a variety of such actual business problems as arise in production, consumption, transportation, selling, and financing. The last section of the book is devoted to mensuration problems arising in business, and involving areas and volumes of the simple geometric solids. On the whole the organization and selection of the material is exceedingly well carried out. The book should prove to be very successful if used in commercial courses.

The authors of a *New High-School Arithmetic*<sup>2</sup> have grasped the important fact that arithmetic is more than a strictly utilitarian course, and that it is rich in both cultural and general training. The text presents a course claimed to be adapted to the needs of pupils taking either General, Normal, Industrial, or Commercial Courses. We feel that they have succeeded.

There is a wealth of problem material drawn from current life. The book will be easy to teach because the thought processes involved in the solution of the problems are developed simply and clearly in an inductive manner. Opportunity is given for selection of topics, and the text is readily applicable to the needs of different communities.

The chapter on geometry is somewhat of an advance over the old-time chapters on mensuration because of its rich content of practical problems. Altogether it is an excellent, practical, well-organized book.

---

<sup>1</sup> JOHN H. WALSH, *Walsh's Business Arithmetic*. New York: Gregg Publishing Co., 1919. Pp. viii+496.

<sup>2</sup> WEBSTER WELLS and WALTER W. HART, *New High-School Arithmetic*. New York: D. C. Heath & Co., 1919. Pp. viii+358.